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THE ARTIFICIAL AND THE NATURAL IN EDUCATION.

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THE twofold distinction of the objects of education, to store the mind with knowledge, and to discipline the mental powers, is sufficiently trite, but it has appeared to us that a further subdivision, as it regards the object first named, might be made, which may with propriety be designated by the terms used above.

By the term *artificial* it is meant to designate the various arbitrary and altogether artificial signs and modes used in recording and communicating our ideas, and by the term *natural* these ideas themselves. To illustrate, a person writes a letter to a friend, giving an account perhaps of some natural phenomenon, or describing some of his own mental operations; now the characters he has traced with his pen, or the sounds that would be enunciated by a person in reading the letter, it is scarcely necessary to say, are entirely artificial and conventional, but an accurate knowledge of them is essential both to the writer and his friend, or the communication between them would have been impossible. By means of the letter the mind of the receiver was informed, and his stores of knowledge increased; by means of this knowledge of the artificial, shared by both, some addition we suppose was made to the knowledge possessed by him. It is this latter we propose to designate by the term *natural*.

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It may also be said of what I have called the artificial, that it is entirely symbolic in its character, being used only to symbol thought, while the thought itself constitutes the natural or real knowledge.

Under the first of these heads, of course, comes all *articulate language*, which is well understood to be altogether artificial and arbitrary, there being no natural connection between the words and the ideas they are made to convey.

By this it is not meant to affirm that when a word has come to be used in a particular sense, there is not a certain natural transition, as it afterward comes to be used in other senses; but that as used in any sense, it is entirely arbitrary, and might just as well have been used in any other sense as the one in which it is understood, or any other word might just as well have been substituted in its place.

Next, we may mention *written language*, which is made up of the letters of the alphabet and various other characters and devices used in printing and writing, all of which are addressed to the eye. These, it is scarcely necessary to remark, are even more purely artificial and arbitrary than the spoken words.

We may also refer to *writing*, which is not only artificial but is moreover mechanical in its nature. The learning of this consists simply in training the muscles of the hand and arm to execute with facility and neatness the various arbitrary symbols, adopted in our language for the communication of thoughts.

In some cases the characters, altogether arbitrary in the beginning, in the important uses to which they are applied, seem, at first view, to lose something of their purely artificial character, but it is only in appearance. We refer here particularly to the symbols and devices used in mathematics. Adopted at first for the sake of convenience, and their use and signification being ever accurately defined, when employed by the profound thinker in some important investigation, they soon become involved in numberless, and, to the uninitiated, inextricable combinations, but at the same time laden perhaps with momentous truth, upon which depends the stability of the material universe. The characters are entirely arbitrary, but their individual import being once settled, every step in the concatenated train of reasoning follows the one after the other with the inflexibility of a law of nature; and any change or modification being supposed at any point, a corresponding change is required through the complicated network of known and unknown, plus and minus quantities. But it is scarcely necessary to say, that the whole is only an abbreviated form of written language; and the devices made use of are

as purely arbitrary as would be the words, if all had been written out in the ordinary way.

If this distinction we have suggested between the artificial and the natural in education be admitted as having a real foundation, some not unimportant reflections at once suggest themselves.

In the first place, the artificial devices or symbols adopted by common consent as vehicles of thought, however indispensable a knowledge of them may be, are of little moment compared with the thought itself. They are only instruments, to be used like the tools of the mechanic, in the accomplishment of some further purpose, and are really beneficial only as they are actually thus used. Still, they are absolutely indispensable, and the child must first be made acquainted with them, and be familiarized with their use; but this is by no means the chief object of education, as many seem to suppose. To be able to read, write and cipher, as the old phrase used to be, is indeed an important accomplishment for any one to possess, but if this were considered the whole, or even the most important part of education, the great apathy which often pervades the public mind on this subject, might be accounted for and almost justified.

Again, the first, and perhaps we may say, the most important business of the common school is to teach a knowledge of what we have denominated the artificial. Not that the education of the child commences here: this really begins at the first moment of conscious existence. Before being committed to the care of the professed teacher, the child must, as a matter of course, have made some considerable progress in its education; it understands the use of language to some extent, for without this nothing could be done. Or rather, if the child be destitute of this, the first duty of the teacher will be difficult, as he will then be obliged to commence by an effort to impart this preliminary knowledge of language, or perhaps even to invent a new language, which shall serve as a medium of communication between himself and his pupil.

This is not merely a supposed case, for it is substantially what is always done in the education of deaf mutes; and instances have occurred in which, in consequence of the temporary loss of memory, or other cause on the part of the pupil, the teacher has actually commenced his duties by the invention of a language, to serve as a medium of communication between himself and the object of his solicitude and care.

But in all ordinary cases, the first business of the professed teacher will be to communicate a knowledge of the elements of

written language, the names of the letters of the alphabet, and their power when combined to form syllables, which again by further combinations form words, and words, sentences.

The study of the proper use of words and phrases in forming sentences, so as to communicate thought with definiteness, precision and elegance, constitutes still higher branches of education appropriate to the common as well as other schools; but the artificial character of the instruction here begins to be lost more or less in the natural. The knowledge of the artificial first acquired comes now at length to be used as instrumental in attaining a real knowledge of nature—of God's own handiwork as manifested in the mental constitution of man. The study becomes more one of mind and the mental phenomena, and less one of artificial signs and symbols.

APPARATUS IN SCHOOLS.

THE adoption of *methods* and *aids* by which instruction can be rendered more efficient and practical, becomes an important topic of consideration, not only to every parent who has children to be educated, but to every friend of education whose interests must necessarily be affected, directly or indirectly, by the character of the education which the present generation of children shall receive.

To those of us who, in our school-days, had few such helps as modern times are furnishing, it is pertinent to ask, what *is* school apparatus, and what is its *use*? The answer to the inquiry may be opportune to those who object to providing funds for purposes which appear to them to involve a useless expenditure.

School apparatus consists of instruments or articles by whose aid the teacher is enabled to impress on the mind of the child a more clear and vivid idea of the subject taught, chiefly by calling in the aid of the *eye* or sense of *touch*. Among the simplest and most common are the *slate* and *pencil* and *blackboard*, in arithmetic. The mind can carry small numbers without such aid, but they are indispensable in large ones. The blocks, illustrating the extraction of the roots, *may* be dispensed with, but every teacher will testify to their usefulness in explaining to the comprehension of the child, this difficult subject.

Many fathers and mothers can readily recall to mind the time

when they studied geography without the aid of a *map* to give an idea of the shape of the different countries on the earth, the relative position of places, direction of rivers, extent and form of lakes, or the manner of distribution of land and water on the surface of the earth. Tell your child that Connecticut River rises in the Connecticut Lake in New Hampshire, runs southerly and empties into Long Island Sound, what idea would be conveyed to his mind, and how long would he remember your description without the help of the eye to aid him in conceiving of the position of that lake in the northern part of the state; in giving him a correct idea of the shape and extent of the state itself, and the situation of Long Island Sound? But it needs little argument to prove the utility of maps in the study of geography. And yet maps themselves are liable to convey wrong impressions sometimes. A pupil with a map of the world spread before him, representing within two circles the two hemispheres, was asked by his teacher what the earth most resembled expecting of course the common answer, a globe or ball; the lad supposing the map gave a fair representation, answered very readily, "*a pair of spectacles*;" valuable, therefore, as the map is, the necessity of a globe to convey a more correct conception is obvious. With the globe a multitude of interesting facts can be made perfectly clear to the mind of the pupil, which it is impossible to convey without it.

In a community like ours, where a large majority of the people are mechanics, or engaged in pursuits in which the knowledge of the principles of natural philosophy, if not absolutely necessary, proves exceedingly useful in a thousand applications which can never be anticipated or fully appreciated beforehand, the illustration of philosophical principles by apparatus is almost indispensable. The man who spent a large fortune in obstinately attempting to conquer nature by carrying water over a high hill in a siphon tube, might have saved himself all his perplexity, loss of money and credit, if he had known the simple fact that the pressure of the atmosphere would not raise water higher than thirty-three feet. Few persons are aware of the vast sums of money sacrificed in *experimenting*; of the great number of utter failures in comparison with each *successful* effort to produce a useful invention; and chiefly for the want of a thorough knowledge of the principles by which nature operates.

By the use of the air pump every child may be made to understand the nature and laws of the atmosphere in a great variety of applications in the common affairs of life, such as the draft of stoves,

fireplaces, &c., in economizing heat, in the ventilation of rooms, in the use of pumps, aqueducts, operation of fire-engines, &c., &c.; things which everybody sees in daily use, but how few can give a satisfactory reason or describe the manner of their operation. A few experiments and explanations with the electrical machine, will show the nature of electricity, will remove much of that dread of lightning which a severe thunder-storm usually produces, and will suggest the best mode of protection against danger from it to property or person, by a safe position or erection of conductors, to say nothing of the satisfaction one derives from knowing how to bottle it up as Franklin did, or of yoking it up and driving a team of it on express as the philosophical MORSE has done. The force of gravity, the laws of motion, mechanical powers, principles of hydrostatics and hydraulics in which the pressure of liquids and force of running water may be measured; all these may be talked about and explained without experiments, but with just about the same results as geography was once taught without maps.

Of the nature and composition of two of the most common elements, air and water, few have such a knowledge as a few simple chemical experiments will give to every child. And yet upon this knowledge are based some of the most wonderful discoveries and improvements that have ever characterized any age. Among them are the use of steam as a propelling power—of gas-lights. The face of this great country is rapidly becoming metamorphosed. Locomotion, mechanic arts, agriculture, in fine, every department of business, receive a direct impulse from the more thorough knowledge and efficient application of scientific principles as they have been developed of late years. And it is not assumption to say that the *teaching in the school and experiments in the lecture-room*, rendering obvious those principles, have been the leading agencies by which such gigantic strides have been accomplished during the last quarter of a century.

P.

SPRINGFIELD, MASS.

TO THE TEACHER.

ToIL, teacher, toil:
Prepare the soil;
Go forth to sow the precious seed,
To pluck up noxious plant and weed:
Toil, teacher, toil.

Pray, teacher, pray:
Ask God to-day
To fill thy soul with grace and might,
That thou mayst do and teach the right:
Pray, teacher, pray.

Hope, teacher, hope:
The promise take—
Faint not and thou shalt surely reap
In season due. Bear trials well;
Let each day's work thy patience tell:
Hope, teacher, hope.

On, teacher, on:
The joy be thine,
Rightly to instruct from day to day,
To lead one mind in wisdom's way—
The bliss will all thy care repay:
On, teacher, on.

S. A. B.

NORMAL SCHOOL, NEW BRITAIN.

"SHADY SIDE" OF A TEACHER'S NOVITIATE.

A GLANCE at the above caption and a wise shake of the head, from some elder teacher, is anticipated by the present writer, as if no "Shady Side" in teaching ought to be *at all* allowed, especially by those just entering the field, and *more* especially by those who have become veterans in the great work.

Ah, well, listen ye awhile patiently, fellow-laborers, though "I am young, but a novice in the trade." We are told of a "Shady Side" in the life of our clerical friends, and why may we not speak of this in our own? Assuredly *there is* a "Shady Side" with us, though so many, in other professions, are pleased to believe ours is a life of ease and sunshine.

Toiling day after day, often unappreciated and unrequited, teachers in the novitiate, have sufficient cause to be discouraged. It is a great work to cultivate mind, and those thus engaged should be earnest and prayerful; yet, at times, shadows do gather, and poor human nature will be affected thereby. No persons should enter this field believing it to be destitute of a shady side, for they will truly be disappointed.

With anticipations far different from what the reality proved to be, a young teacher proposed to begin in this work. "A great deal can be accomplished here, and, to be sure, considerable *needs* to be done. Our school is large and we have a very good building for it. The pupils are from ten to sixteen years of age. We trust you will find this a pleasant place in which to begin your career," &c., &c. Such were the plausible words of the "committee man." At last, the morning of that wished-for day came, when the young novice was to enter upon the new work of teaching. Long before the hour of nine many feet had wended their way to the top of the hill, where stood the house of learning in which their "young ideas" were to be developed. As the teacher entered, the din of tongues and feet was somewhat lessened, and many eager eyes were turned to behold the stranger. The girls swung their bonnets back and forth, and the boys doffed not their hats and caps even in their teacher's presence, but, to get a view, some clambered upon the desks and benches. "What is your name, my fine little fellow? Please lay off your cap while in the school-room," said the teacher to one who ventured so near as to hand his writing-book. Away he ran, saying to every one he met, "The teacher says, take off your hats in the house!" Some obeyed, seeming pleased with so novel an idea, but others were heard to say in no gentle tones, "*I shall not take off mine for this teacher nor nobody!*" It might have been as well for the looks of some if bonnets and caps had remained on the owners' heads, for, when removed, many were found to own unwashed faces and hair unaccustomed to comb or brush. Before the first week passed a note was sent from one of the parents, in reply to the request that each scholar should have face and hands clean and hair combed, saying, "I can take my children out of school if they don't look fit to come. They never were told to comb their hair nor wash before." "I should think they never were," said the teacher, glancing at the bearers of the above communication. The appearance of the school-room was, by no means, conducive to good behavior among the scholars. Not a desk or bench had escaped without very apparent signs that each of these Yankee boys owned a large jack-knife. The floor, desks and wall were stained with ink, and likewise showed many indubitable proofs of the prevailing love of mischief and the previous practice thereof.

The room was by far too small, badly ventilated, and very uncomfortable. Such, was that "very good building." Too often do patrons think and care little for the appearance of their school-house, considering anything "very good" for a school!

It was a great surprise to those pupils to hear the request that there should be no laughing, playing, talking or whispering in school-hours, to attend school regularly, and have no tardiness.

Evidently, noise and confusion had, heretofore, been their chief delight, and they seemed inclined to continue in their own way.

Some boasted that they had never submitted and now should not. Many tardy ones would come in, day after day and others would be absent weeks at a time. When expostulated with, they replied, "Father says he shall keep me at home when he chooses, and it is nobody's business," or, "Mother sent me away, and said it was no matter if I didn't come in time."

If the school regulations were broken by parents, why should the children comply? Then came from many, the oft-repeated words, "Where's my lesson? I wasn't here yesterday," or, "I don't know my lesson, I've had no time to study it." And parents complained, that their "children didn't learn anything," when, forsooth, they were not in school to learn! These are a few of the shadows that follow every teacher's path, though, on some, they rest more lightly than others. There are too, bright rays of sunlight and happiness, but we will not speak of the "Sunny Side." That we leave, for our fair friends who find the "Sunbeams for Teachers." Suffice it for us, to have spoken of the "Shady Side," for the sake of those teachers who are entering their novitiate, with *too bright* anticipations.

M. E. B.

August 26, 1854.

THE PLEASURES AND ILLS OF SCHOOL-TEACHING.

A TEACHER finds himself situated in a certain rural village, where he has in charge nearly a hundred pupils, among which are to be found some *miniature specimens*.

He enters upon his labors with a zeal becoming a normal spirit; and though he does not discover those attractions in and around his school-house, which would seem to be best calculated to awaken the deepest emotions of beauty in his own soul, or to captivate the roving fancies of his little centenary flock, yet he has around him sympathizing spirits. Every kind word falling from the teacher's lips and every approving smile beaming from his countenance, meets with a response that can not fail to evince the happiness of both teacher and pupils.

Day after day of the term passes by, and nothing of a discordant nature enters the school to destroy the harmony prevailing there.

The close of the term approaches. The *last day* comes. After going through with an examination, which a goodly number of kind friends have come to witness, the teacher attempts to recount the pleasures of the past. He enumerates the many kindnesses which he has received at the hands of those whose cheerful smiles have ever given evidence of their attachment to him, and as he returns his thanks for their cheerful obedience and kindness, and breathes an earnest wish for their future good, his own heart is big with emotion, and the dropping tear from many an eye, gives double assurance that the past winter has been with them at least a happy one.

The teacher leaves his school somewhat saddened with the thoughts of separating himself from so many fondly cherished associations, yet almost overjoyed with the pleasures of school-teaching.

Now the question is decided with him that the life of a school-teacher must be a happy one, and thus a new resolve is made to make *teaching* the great object of life. To more fully secure the end in view, he again returns to a celebrated institution to further prepare himself for the business of teaching.

At the close of the summer he is called to try the realities of his chosen profession in a certain *city school*. Here a new field is before him. The time has come for him to assume his new responsibilities and he enters the school, but instead of finding those cherubim in city garb, which imagination had pictured so beautiful and lovely, he finds himself in contact with not a few whose every action bears sure evidence that those wide and flattened heads are not an index of all the *moral* qualities.

A total want of respect seems to be the most prominent characteristic of the school.

While the teacher in all kindness attempts to appeal to a sense of right, a response comes only in the form of additional insult.

The *first day* is somehow passed. The teacher goes to his room disheartened and sad, wondering over the *pleasures of school-teaching*. He passes a sleepless night, mourning over the depravity of *ruined boys*. Thoughts, various and unsettled, flit through his mind. Sometimes he almost resolves never to enter the school again. Finally he fully determines *order* shall prevail at all hazards, and with this decision firmly grounded, he enters upon his *second day*. Time now comes for a sterner mode of procedure, and with an earnest desire for the best good of the school, accompanying an unwonted severity,

obedience is secured. The decisive *blow* being given, the question is settled that order shall reign. The winter passes on, and in view of the revolution wrought, the teacher's brow becomes lighted, but a lesson is learned that school-teaching has its *ills* as well as its *pleasures*.

Fellow-teacher! If you have just launched your bark, and are yet an inexperienced mariner, though you may now be wafted on by a pleasant breeze over the calm bosom of a quiet sea, let me assure you that the storm will come, and that the "reef," the "whirlpool" and "shoal" are ahead.

G. S.

TAXES FOR SCHOOLS.

THE present school laws oblige parents themselves to meet all the expenses of keeping their children at the common schools, which are not defrayed by the public funds. This regulation seems at first a very just one, and it would not be very exceptionable if all parents were able to pay what the public funds leave them to pay for the education of their children. But as a matter of fact, this rule works unfavorably, and is liable to several objections. It operates to keep the children of the poor out of school. For instance, here is a widow in destitute circumstances, who can not spare two or three dollars a year for the education of each of her several children; here is a colored man who can scarcely feed and clothe his family; and here is an Irish family struggling to live and pay rent, and poorly able to be taxed for the schooling of children. There are thousands of families in the State like these, and if the present law is rigidly applied to them, their children will be kept out of school half the year, if not the whole of it. And if the law is relaxed, and these parents are permitted and encouraged to send their children without paying anything for their schooling, then this deficiency has to be made up by throwing the tuition of these poor children upon the parents in the district who do pay, so that they are burdened with a double tax, having to pay for their own children and for the children of the poor neighbors. It also hinders districts, and especially small districts, where there are few parents interested, from going forward to improve their school, by incurring any additional expense in employing more competent teachers. In a word, this law was well meant, but it has done a great deal of mischief

to the cause of education in our State. Now let this regulation be done away, and let the taxes for the support of schools fall on *property* and not on *parents*, and this will be avoided. To tax property for the support of schools is unjust to none, and is a great help to the poor, and the State can not afford to have a law that practically obliges ten thousand poor children to grow up in ignorance.

Examiner.

LAWS OF HEALTH.

CHILDREN should be taught to use the left hand as well as the right.

Coarse bread is much better for children than fine.

Children should sleep in separate beds, and should not wear night-caps.

Children under seven years of age, should not be confined over six or seven hours in the house, and that should be broken by frequent recesses.

Children and young people must be made to hold their heads up and their shoulders back while sitting or walking.

The best beds for children are of hair, and in winter of hair and cotton.

Young persons should walk at least two hours a day in the open air.

Young ladies should be prevented from bandaging the chest. We have known three cases of insanity, terminating in death, which began in this practice.

Every person, great and small, should wash all over in cold water every morning.

Reading aloud is conducive to health.

The more clothing we wear, other things being equal, the less food we need.

Sleeping rooms should have a fireplace, or some mode of ventilation beside the windows.

Young people and others can not study much by lamp light with impunity.

The best remedy for eyes weakened by night use, is a fine stream of cold water frequently applied to them.—*London Lancet.*

THE LOVE OF TRUTH.

If there is one thing more than another which we would teach a child, it would be a love of truth. All other things would be worthless without that crowning excellency in human character. Without it, the noblest structure is but a whited sepulchre. With all qualifications a man is to be shunned when deficient in this. The beholder may admire a fabric of general beauty and symmetry, but when the seam of falsehood is found running from cap-stone to base, he will shun the dangerous presence. There are few things more painful experienced in our intercourse with men, than to feel that they are unworthy of our confidence—that they are not what they seem—that they will betray while they smile—that we tread upon a crater's crest where all is hollow beneath.

Teach the child to tell the truth—to venerate and love it. Teach him so that whatever wrong he may commit, he will frankly and promptly admit it all. Reward the honest speech. Washington's father was never prouder of his boy than when he acknowledged his falsehood.

A true heart is not beneath every smiling face. A shark may play beneath the water's sunny surface.—*Selected.*

THE DUNTONIAN SYSTEM OF WRITING.

WRITING is a very important branch of common school instruction. Notwithstanding this, a great majority of our youth are suffered to pass through their school days without having paid that attention to it, which has secured to them a plain, easy and desirable handwriting. This is, in a great degree, owing to the deficiency of teachers in this respect. They have never acquired a good handwriting themselves, and of course they are utterly unable to help their pupils forward to any such acquisition.

We are happy to state, however, that this branch is receiving particular attention from the one hundred and fifty teachers now assembled at the Normal School in New Britain. The instruction is given by A. R. Dunton, of Boston, who is well known throughout New England, as a superior penman and a most successful teacher of his system of penmanship.

And for this system we can say that it is truly one of the decided improvements of the present day. Mr. Dunton is a real progressive in the art of writing. He does away with the old notion that scholars can learn to write by merely giving them a copy and a pen, and that the teacher can attend to something at the same time. He demonstrates most clearly that in order to have his pupils improve in writing the teacher must throw his whole soul into the work; that he must understand what he is about, and that he must constantly watch the movements of every pen.

He has also made a reform in the books used in writing. Instead of the folded foolscap with newspaper covers, or even the four-penny books which are so common, he has introduced a very neat and attractive one. Upon its covers his system is arranged in a progressive order, the copies being fac-similes of his own beautiful handwriting. We know of no system so well calculated for imparting ease and grace in the posture of the body, and freedom and expedition in the use of the pen.

If our scholars could be drilled in accordance with Dunton's plan, we should no longer see the awkward, illegible handwriting so prevalent, but in its place a neat and rapid one, which would be a passport to many posts of usefulness, otherwise out of their reach.

We will give a very brief account of Dunton's mode of teaching penmanship as practically illustrated by himself, at the Connecticut Normal School during the present session.

He commenced by speaking of the importance of system in teaching writing. Necessary to start right. Called attention to the position which scholars should take when about to commence this exercise. Teachers can not be too particular at the outset.

1st. All must sit erect and give attention. This is the first step. Perfect uniformity must be observed at the very beginning of this exercise. The progress will be more rapid if scholars are trained to habits of order and precision in their movements. All must be provided with uniform books and with good ink and pens.

2nd. Books must be placed with their sides parallel to the front edge of the desk, and about half an inch from it. This must be done simultaneously at a given signal.

3d. At another signal the body must be turned, the right side to the desk and about an inch from it. Then the right arm must be placed upon the desk with the elbow about four inches from the edge. The left hand also placed on the desk with the fingers resting on the book. Feet in an easy, natural position.

4th. The pens may now be taken and held between the thumb and second finger. The point of the pen must be about three-quarters of an inch from the end of the second finger, and held in such a manner that the forefinger can be easily raised and dropped again upon the top of it. The teacher must be very particular here. He should repeat the directions about holding the pen until he is sure he is understood by all. The hand, in writing, should rest upon the nails of the last two fingers. In this position the elbow becomes a pivot, and the forearm is enabled to move easily across the entire length of the paper. While writing, the knuckles should point to the ceiling, and the pen to the right ear. Several ways recommended to keep the hand in the right position. One is to place some bits of paper upon the knuckles and as long as they remain there while writing, the hand is in the right position.

5th. Having the position of body, book and pen all right, the next step is, to acquire the forearm movement. This is done by moving the pen back and forth many times across the paper, the arm resting only upon the elbow and the nails of the last two fingers. After a little practice upon this movement, which must be done uniformly, the teacher counting time for the pupils to slide by, the ink can be used. In taking ink the following plan can be pursued. At the word *one* each one can reach forward to the inkstand. At the word *two* the pen can be dipped in the ink, and at *three* the hand can be brought into the right position for writing. Then at the signal, the forearm movement may again be practiced, lines being drawn this time, parallel and close together, across the paper. Then the hand may be made to descend a short distance while crossing the page, making the *m* element. This can be done by counting as follows: slide, *one*, slide, *two*, slide, *three*, &c., the pen descending at the words *one*, *two*, *three*, &c. These two elementary exercises of the arm must be practiced repeatedly, even after considerable progress has been made. A good plan to spend a few moments upon these movements at the beginning of every writing exercise. As the object is to acquire a free and easy use of the pen, no matter how much the paper may be written over, only let it be done neatly. Insist upon this at all times. If the page is filled, turn the book and crosswrite the pages. If done neatly, the book will present a very good appearance.

The small letters are first taken up and their forms and proportions explained upon the blackboard. This must be done repeatedly, and it must constantly be urged upon the pupils to take pains in forming

every letter. They must be urged to try to make every letter better than the preceding one. *This is the great secret in learning to write.* During the writing exercise they must be kept constantly at work, except at certain intervals when they might all be required to sit erect and throw out their arms once or twice. They must also be narrowly watched lest they make unnecessary marks, which they are very prone to do if left to themselves. Scholars, especially those who are young, should be repeatedly told how to hold the pen, and not merely told, but shown how to do it.

The teacher should be very particular himself if he would have his pupils so. He should ask many questions upon the forms of letters. Well to make some out of shape upon the blackboard and ask the pupils what is wrong about them. They should not be allowed to make any marks except those which are given out at the lesson.

G. E. G.

RESPONSIBILITIES OF THE TEACHER.

THE topic indicated by the heading of this article is one often announced in educational journals and addresses, and it is doubtless introduced because it is felt to be one of very great moment. The very value of the work to which the teacher is called, is measured by his responsibilities. The energy with which he works is very much according to his estimate of his responsibilities; so that the actual usefulness and the reputation of the teacher are very closely connected with his own and the popular convictions regarding the real responsibilities involved in his professional duties.

The question how far the teacher is responsible for results in his profession is, therefore, one of no small moment. Should the teacher himself, in his estimate, demand results for which he is not really responsible, he will only wear out his life in vain endeavors to accomplish an impracticable work, and the result will be a series of discouragements and mortification, and at length, of aimless and feeble and fruitless labors. Should he, on the other hand, not hold himself responsible to the full extent demanded by his profession, his work will show how low has been his aim and how powerless the motives which have influenced him.

If the community for whose benefit he labors over-estimate his responsibilities, no success of his in his proper work will satisfy

their demands or hush their reproachful and fault-finding clamors. Should their views, as not unfrequently is the case, be too low, they will be likely to be satisfied, term after term, with the unskillful and unfaithful teacher, whose daily blunders are only confirming their children in habits as fatal to all manliness as to a high order of scholarship.

Both by teachers, then, and the community, this subject of the teacher's responsibilities should be carefully studied and well understood. What belongs to the teacher to do, he should know, and what obligations of coöperation his work imposes upon the community, they should know. To roll the responsibility of educating the children of any community upon the teachers alone, is doing great injustice to teachers, and must result in harm to the community. And yet this is almost universally done. We hear lectures in all of our educational meetings, whose aim it is to set forth the greatness of the work which the teacher is to do. He, they claim, must mold the manners and train and polish the mind of the pupil. Teachers themselves look upon their work as the most radical and reformatory possible, and come to feel that they are the grand master-builders of human character and of social institutions and destinies. Moreover, parents and school committees employ teachers to educate their children. They pay their moneys cheerfully and expect in return such wares as teachers alone are understood to furnish; good reading, correct spelling, elegant penmanship, accurate ciphering, skill in study, and the *ne plus ultra* of scholarly recitations and scholastic attainment.

Then the minister, whose business it has quite generally come to be, to superintend this work, adds to these popular estimates of the teacher's duties, his theory of still enlarged responsibility, as deduced from the divine methods of educating the race.

God, he claims, is an infallible teacher, and he who will follow the divine model will infallibly reach similar results. The teacher has only to instruct as God instructs, punish as God punishes, reward as God rewards and persevere as God perseveres in his appliances, and all the ends sought in the work of education will unfaillingly be attained.

Here we reach the limits of the teacher's responsibility, as popularly stated; and were we to adopt, without qualification, these estimates, we must forever despair of finding a teacher equal to his task. Much as the skillful laborer in this field has done, no teacher has yet lived whose work has been crowned with all the success

which these demands upon him imply. There are constituted limitations to his own strength and influence, there are constitutional deficiencies in his pupils, and still more universally, there are social and well nigh irresistible counteractions to his methods, which render these theoretic ends quite unattainable.

For, first, the teacher has not the control of his pupils a sufficient portion of the time, to justify him in assuming such responsibilities.

Secondly, the number of pupils under his care is usually too large to give him the influence over them, as individuals, which he might reasonably expect to exert over a smaller number.

Thirdly, the influence claimed for the teacher implies a control over the human mind and heart which sound mental philosophy repudiates.

A brief illustration of these three propositions must be reserved for our next number.

H.

A LESSON IN HISTORY.

TEXT-BOOK, "*Worcester's Elements.*" The whole domain of history can not be explored in the time usually allotted to this branch in our schools. The judicious teacher will, therefore, select some of the most interesting and important events and periods, which he will endeavor to treat with some degree of thoroughness. Of course, he can not but pause awhile on the "plains of Marathon." Marathon is the subject for this lesson. In the preceding lesson, the commencement of the Persian invasion was considered.

The text of the present lesson begins at the fifth paragraph on the twenty-fourth page, and ends with the tenth paragraph on the twenty-fifth page. The teacher in assigning the lesson to the class says:

"I expect you to commit to *memory* the portion of the text which I have designated, and to recite it promptly and energetically, without questions. I do not require the exact words of the book, but you must give every *fact* and every *thought*, *correctly* and *promptly*. In the study of history you must constantly ask yourselves these questions. *What?* This question will require you not only to scrutinize and learn the statements in the text, but send you to other authorities and writers for verifications and details. *When?* This question will send you to commune with chronological charts and tables. Chronology is said to be the eye of history. But history has another eye, viz., geography: you must not, therefore, forget

to ask yourselves the question, *Where?* Unless you are very good geographers, this question will compel you to turn to the maps which you will find in "Mitchell's Ancient Atlas." The question, *Who?* will open to you a very interesting field. *Who* was Aristides, the *Just*? I think you will wish to know something more of such a character than you will find in our text. Well, you can be gratified by going to the classical and biographical dictionaries. Finally, ask yourselves the question, *Why?* This will make you *think*. It will lead you to consider the causes of events, and their connection with each other.

"Now those who study those questions most faithfully will be likely to succeed best in this branch. These are the principal questions I shall put to you in the recitation. You are at liberty to come to me with these questions, *after* using all the books within your reach to find them out."

After these remarks, the reader may suppose one day to have elapsed. The class are now in their recitation seats. The teacher is before them. A map of Greece, drawn by a pupil, is suspended upon the wall of the recitation room.

Teacher. "Miss A. may commence the recitation." Miss A. rises and repeats the fifth paragraph.

Teacher. "Miss B. may proceed." When Miss B. gets to the word *Miltiades* in the middle of a long sentence—

Teacher. "Pause there if you please. The class pronounce the word with *energy* and *distinctness*, thus, *MILTIADES*." The class repeat.

Teacher. "Mr. C. may proceed." Mr. C. recites through the sentence, and so on, Mr. D., E., F. and G. are called at random or by cards, till the substance of the lesson is recited without comment.

This part of the recitation occupies but a few minutes.

Teacher. "The promontory of Athos makes quite a figure in the Persian invasion. Miss H., *where* is it?" Ans., "In Macedonia." Miss I. raises her hand.

Teacher. "Miss I, we will hear you." Miss I. says, "It is in the *Ægean* sea."

Teacher. "You may point it out." (It is pointed out.) "You see that both are right. It is now called Monte Santo, or Sacred Mount. It is nearly as high as Mount Washington. There are many monasteries on its sides. It is connected to the main land by—(the class, an isthmus) about a half a league wide. In the next lesson you will find something about this isthmus.

The second Persian fleet of—(class, 600 sail,) ‘ravaged the Grecian islands, as this text has it.’ Tytler says, ‘many of the Grecian islands,’ and Weber says, ‘the Cyclades.’ Point out the principal Grecian islands. *What are the Cyclades?* (No answer.) Does not the word sound like *circle*?” The class answer, “It does.” Teacher, “Do you see how the principal islands in the *Ægean* sea are arranged?” Mr. L. says they form a circular figure. “And from that are called Cyclades,” says the Teacher.

Teacher. “In the mean time an immense army invaded Attica. Mr. M. may point out Attica. (It is pointed out.) As a natural division of land what would you call it?” Pupil. “A peninsula.”

Teacher. “You will observe that it is a very small tract of land, being not more than two-thirds as large as Connecticut, and its soil far from being fertile, and yet it is very famous in history. *Why?*” To the class.

One pupil answers, “On account of its institutions;” another, “On account of its great men;” another, “Its literature.”

Teacher. “True, but *why* did not other countries have all these as well?”

Pupil. “Because the people were not so brave and energetic.”

Teacher. “But why were not other nations as brave and energetic? are not all nations from one stock?”

Pupil. “The land was poor and they had to work hard as we do in New England, and that made them hardy.”

Teacher. “But all countries of sterile soil have not been famous in history. The truth is, many causes conspired to make Attica what she was; much study of history and geography is required to understand it. We can not now go any further in that direction. We must go to Marathon, and see what happened there. But before we go, let me advise you to read that fine poem by Sir W. Jones, entitled, ‘What constitutes a State?’”

Pupil. “Where shall we find it?”

Teacher. “In the *Cyclopedia* of English Literature on the table there. If you wish to know more of the connection between historical facts and geographical facts, look into the admirable book entitled ‘*Earth and Man*,’ by Prof. Guyot, a very learned man who is employed to lecture at the Teachers’ Institutes in Mass. But, to Marathon. Mr. N., will you please to give us a brief analysis of the battle.”

Mr. N. “The *place*, on a narrow plain near a small village called Marathon, about ten miles from Athens.

The *parties*, the Persians on one side and the Athenians and Plataeans on the other.

The *commanders*, Artaphernes, Dares, and the traitor Hippias, led the Persians; and Miltiades, the Greeks.

The *comparative forces*, the Persians 100,000 foot and 10,000 horse; on the other side 30,000 or 40,000.

Teacher. "You have given the Greek force according to the text-book. If that is correct the disparity was not very remarkable. Weber says, '10,000 Athenians and 1,000 Plataeans.' Tytler says, 'Their whole army (the Grecian) was only 10,000 men;' and these are no mean authorities. Suppose we set down the Greeks at 11,000, and the Persians at 110,000, how can we account for the success of the former?"

Pupil. "The Persians were too sure of victory and did not prepare themselves for a severe contest."

Teacher. "What ground have you for that statement?"

Pupil. "The Persians brought with them marble of which to erect a monument to their anticipated victory."

Teacher. "Any other cause of the result?"

Pupil. "The Greeks felt that their lives and fortunes all depended upon their success."

Teacher. "Any other?" No answer. He proceeds. "Others might be mentioned. Miltiades had learned the Persian tactics in Asia, the ground was rough so that the Persian cavalry were useless; the Grecians gave instead of receiving the first shock of battle; the Grecian army was drawn up skillfully, and so posted against a hill that its flanks were protected. *Who* was 'Hippias the traitor' that was slain?"

Pupil. "He was a tyrant of Athens who had been expelled for arbitrary and despotic rule."

Teacher. "The word *tyrant* in Grecian history does not necessarily mean an arbitrary and despotic ruler. The traitorous conduct of Hippias will remind you of the blackest character in American history"—Teacher making a pause of suspense, the class answer, Arnold. The teacher adds, "I am sorry to say he was born in this State. I will in conclusion read to you that fine passage on this battle, found in Webster's oration at Plymouth Rock. Commencing, 'When the traveler pauses on the plains of Marathon,' &c. One sentence more. 'If we conquer,' said the Athenian commander, on the approach of that decisive day, 'if we conquer, we shall make Athens the

greatest city of Greece." I will only remark that the grateful Athenians employed one of their best artists to paint Miltiades in the act of making this speech.

J. D. P.

POPULAR EDUCATION IN CHILI

THE numerous and distinguished friends of Popular Education in this country will be gratified, no doubt, in hearing the tidings of at least one republic, among the different sections into which the old Spanish dominions in America are subdivided, which tries to follow the broad road of civilization, industry and democracy, that their powerful and happy sister of the North opened to them, jointly with the remainder of mankind. This comparatively small country lies in that long but narrow strip of land which commences in the desert of Atacama and extends to the southern extremity of that portion of the American continent lying between the coasts of the Pacific on the west, and the lofty Andes covered by perpetual snow on the east, and bounded by the 24° and 55° of Lat. S., and the 72° and 77° of Long. W.

The English press contains now and then some statements calling attention to the established financial credit, the good administration and the material improvements of Chili, showing it as the only solitary star which rises, detached and brilliant, over the clouded sky of pronouncements, revolutions and wars, by which have hardly been distinguished hitherto the South American Republics, and from which calamity even their mother country is not free. But it is only since the discovery of the mines of California, that the American people began to awake to the existence and importance of Chili; and subsequently thousands of them have stopped, on their way to San Francisco, in the ports of Talcahuano and Valparaiso, the former well known as the rendezvous of the American whalers in southern seas to refresh their crews and procure supplies. Many of them have remained there and found profitable occupations in the management and building of flour mills, which have been wonderfully multiplied during the last few years in Concepcion and many other places in the south of Chili. The greatest harmony has always prevailed in the country among the American residents and Chilians, notwithstanding the bloodshed and disgraceful riots which occurred in the placers of California, where rough Missourians and Texans succeeded in ex-

selling from the mines the latter; and many an honest and laborious American possesses now a handsome fortune, and lives respected among the native people.

Chili participated largely in the profits of the mines of California, and its commerce and industry grew up considerably thereafter, in such a way that all the cereals and agricultural productions in general, rose two, threefold, and more, of the usual value, and in consequence, all the branches of national wealth advanced in the same proportion as Agriculture. Our exportations of flour, wheat, barley, dry peaches, &c., to San Francisco, amounted in the year 1850 to more than two millions of dollars; and more than three hundred vessels left the same year from Valparaiso and other ports for that market. Near that time the railroad movement commenced in the mineral districts of Copiapo, the northern extremity of Chili, and the first line (seventy miles) was projected and carried out in less than two years, being the first one of any extent opened in South America, and with which aid can now be developed more rapidly the immense metallic resources of the province of Atacama. Chili ranks at present second only to Mexico in the production of silver, and seventh in mineral wealth of all the remainder of the world, according to the valuable work just published in Philadelphia by Mr. T. A. Whitney. Copiapo by itself exported in sixteen months of the years 1852-53 (by statements unknown to Mr. Whitney) more than fourteen millions of dollars. The copper mines of Coquimbo yield a metal scarcely inferior in quality to the celebrated Russian copper, and in quantity second only to Russia and Australia.

The extraordinary success of the Caldera and Copiapo Railroad encouraged the enterprising spirit of the Chilians, and there are at present five new lines projected and surveyed, of which three are now in course of construction. The largest one of these, commenced in 1852, is that to connect the great southern Pacific commercial depot of Valparaiso (60,000 inhabitants) with the capital of the Republic, Santiago, which has a population of near one thousand souls. Its cost was estimated at seven millions of dollars by the engineer, Mr. Allan Campbell of Albany, N. Y., the successful operator of the Caldera and Copiapo Railroad. Considering its length of more than one hundred and forty miles of a crooked line and the serious obstacles to be encountered in so mountainous regions, it was more difficult to grade or tunnel than was the Hudson Railroad and its cost will be hardly exaggerated at seven millions of dollars. The characteristic feature of these enterprises, is that all the capital embraced

in them is entirely native: not a cent having been borrowed in a foreign country.

These evident demonstrations of a Yankee-like people, probably reminded the American Congress to establish a permanent mission in Santiago; and the Hon. Baillie Peyton of South Carolina was sent during the administration of Gen. Taylor as a plenipotentiary minister, but I believe failed to give satisfaction, both to the home and the Chilian government, on account of his proud and haughty character. The British influence predominates there more than that of any other country, notwithstanding the rather extravagant love of the people for the institutions of the United States and their strenuous sympathy with its citizens, and the exertions and talents of a sagacious diplomatist are required now to turn to its own way the current of popular feeling, and amend the error and haughty policy of his predecessors.

But putting aside any consideration of internal and financial improvements, there is in the future of Chili another and stronger element of solid and rapid prosperity, the elevation of popular education to the rank of a constitutional principle by the charter now in operation, and sanctioned 1833, which in its chapter eleven and article one hundred and eighty-three, provides the following: "The public education is made a preferent attention of the government. The congress will enact a general system of national education, and the secretary of the respective departments will report annually to the congress of the progress therein through all the republic." But as was rather natural, a long time passed away before the political exigencies allowed the attention of the government to be occupied with this important measure. On the other hand the want of information in regard to the matter, no experiment of this kind having been made before by a Spanish country, retarded progress still more, until in 1841, if our recollections are exact, D. MANUEL MONTT was called to serve as secretary of justice, worship and public instruction, and laid out the bases of something of a system of public instruction, now in process of reformation.

Mr. MONTT is in many respects a self-made man, and the high position which he now occupies as president of the nation, is owing to his own talents and exertions. Having enjoyed but very limited means of education, he worked his own way from the humblest ranks of the scholar and stepped up through the grades of tutor, professor, president of the national college, secretary of the government for five or six years, president of the supreme court,

from which post he was lately, in 1851, elected by his countrymen president of the republic, which honorable station he fills at present, not without a strong opposition of his enemies, who accuse him of carrying out an illiberal and reactionary policy, but which is characterized by many measures in favor of the school and public improvements. Whatever may be the weight of his political ideas, nobody denies him the merit of a sound policy pursued to favor and strengthen the cause of public education, and to this advantage he owes in a great measure his election as president, which fact proves by itself the progressive spirit of public opinion in Chili. During the whole campaign, which was one of the most exciting ever recorded, this simple title placed at the head of papers, bills, tickets and lithographed portraits, D. MANUEL MONTT, THE PATRON OF POPULAR EDUCATION, routed his numerous political adversaries and secured for him the support of the people. Since the death, indeed, of the illustrious Portales, the greatest statesman by far produced in South America, and who organized the civil administration of Chili, no political man deserved so well the love and respect of his countrymen as *Mr. Montt*. Foreigners very seldom pay attention but to military fame, and while the names of Santa Anna, Carrera, Rosas, and some other despotical chieftains, attract a great share of attention abroad, those of the true friends of the people and democracy, as is our present personage, remain unknown out the circle of their own country. That accounts for the comparative obscurity abroad of the name of D. MANUEL MONTT, one of the ablest if not the first living South American statesman, and capable, by all means, of reflecting honor upon a more enlightened and greater country than Chili.

As early as in 1841, as before said, Mr. MONTT commenced his career as a public man and made himself at once prominent by his labors to regulate the university courses and scholarly discipline, which, through his laborious exertions, have arrived to a degree of improvement such as very few countries now reach. Next came in the primary teaching. The only schools at that time in existence in the country were due to the munificence of meager private endowments and to occasional support given by some municipal council, and notwithstanding that his predecessors decreed the establishment of many others, these remained frequently written and without execution on account of the poverty of the treasury absorbed by political objects. Mr. MONTT carried out many of the preceding decrees and promoted the foundation of some other schools. Very

soon he learned that without good teachers his measures would prove unsuccessful, and assisted by the talents and experience of a gentleman who was at once an accomplished school teacher and eminent literary man in the country, founded in 1843 the first male normal school established in South America, which operated very successfully the first year, but now does not sufficiently repay the heavy expense incurred therein, which amounts annually to near \$20,000. Three years afterward he sent to Europe the before alluded to gentleman, Mr. DOMINGO F. JARMIENTO, to visit the public schools of Prussia, France, England, passing through the United States, and to report to the government, which he did, and published a large volume, put forth some time ago, and the first one published in the Spanish language on this subject. Lately, in 1849, he presented to the congress a bill organizing the public schools according to the experience and practice of other countries, collected by Mr. JARMIENTO during his educational tour, very much modified as a matter of course by the circumstances of Chili. This bill adopted in substance the principle of a direct taxation on the property for the support of schools, as practiced in the state of New York, obliging each district of certain number of inhabitants to keep one or more schools, and created a regular corps of instruction for the whole republic. But unfortunately the proposed bill was mixed with the political dissensions of that time, and at last defeated by the selfishness and meanness of partisans and proprietors combined. This fate has not discouraged our worthy leader, and in his last annual message to the congress, he declared his purpose of reviewing and reviving the bill; and as for the present it has many chances of being sustained by the large majority of votes which maintain the government in the legislature. This measure is so much more just, as Chili is the country which pays less for taxation than any in the world. But to avoid even all systematic opposition to the act, and in order to fully satisfy the public opinion, which loudly claims for a law giving a decided and triumphant impulse to education, the government had offered a premium of one thousand dollars to the native or foreign author of the best work on the subject of popular education and the best manner of developing it in the circumstances of Chili.

The public schools are divided at present into two classes, municipal and governmental or fiscal. The former are supported by the city revenue and entirely under the control of its corporation, and of these Valparaiso and Santiago possess the best of the country,

and provide to the utmost for public education without any or very little aid of the government. These fiscal schools are maintained by the general treasury and the amounts spent in their support exceed \$80,000, and though very numerous, near one thousand, (the statistics, if published, are out of my reach,) are not sufficiently as yet supplied with the required furniture and apparatus and good teachers.

A female normal school has been recently started out, as the union of both sexes, as is usual in this country, is incompatible with the uses and customs of the Chilian society. The male normal school is now attended by seventy-five scholars, whose expenses of board, tuition and instruction are paid from the public treasure, under obligation of teaching seven years in public school after graduating. Besides that there are in the capital, two, (under the same regimen,) an agricultural normal school and an arts normal school, two free picture and singing academies, all these attended by an average of seventy pupils each, and conducted by French and Italian professors liberally paid by the people.

I should be perhaps tedious to quote here many other facts drawing out the same conclusions—the uniform and firm will of both people and government to have an ample and remunerating system of public schools; but this is sufficient to prove that, if that don't mean at any rate a Yankee-like people, at least there is something in it which may rejoice the hearts of the friends of liberty and education.

P. P. O.

NEW BRITAIN, 20th of September of 1854.

Resident Editor's Department.

OUR STATE TEACHERS' ASSOCIATION.

THE next annual meeting will be held in Norwich, commencing on Monday, the twenty-third inst., at two o'clock, P. M., and closing on the evening of the following day. The exercises of the Association will be succeeded in the same place by those of the Teachers' Institute for New London County. The lectures before the Institute will commence on the morning of Wednesday the twenty-fifth, and continue through three days.

Lectures before the Association may be expected from Rev.

E. B. Huntington of Waterbury, Rev. J. P. Gulliver, of Norwich, and Prof. D. N. Camp of the State Normal School. Addresses and Reports will be given by other distinguished friends of Education.

It is hoped that this meeting will surpass in interest and profit, all its predecessors.

The names of the lecturers afford a sufficient guaranty for the excellence of the intellectual feast. Just at this time the city of Norwich is the most favorable place in the State for the meeting,

Though located at one corner, it is easily accessible by railroads from all parts of the State. It is in itself an attractive place. Besides, the inhabitants are beginning to open their eyes and hearts to the importance of the interests which we are laboring to promote. They have already subscribed the magnificent sum of \$75,000 for the establishment of a *free* high school in the city, and they have commenced in earnest the reorganization and improvement of their elementary schools. Among such a community we shall not meet with a cold reception. They have appointed a committee to make the necessary arrangements for our accommodation, and we have been officially informed that ample provision will be made for the free entertainment of all the teachers who may attend.

Now, fellow-teachers of Connecticut, will you not make an *effort* to be present and do what is in your power to promote the objects of the meeting? Shall we not have as we had last year at Middletown, representatives of every grade and description of educational institutions within our borders? It is only by a *union* of efforts that we can hope to triumph? We have no antagonism of interests. Let us have no antagonism of feeling or of action. The college and the common school are properly members of one body. The college can not say to the common school, I have no need of thee, nor can the common school say to the college, I have no need of thee. We have no war to wage against legitimate private schools, such as do not stand in the way of public free schools, and hinder their progress. There are certain descriptions of private schools which are needed and will continue to be needed. Among the instructors of such schools are some of the ablest and most devoted friends of education. We can not spare them from our ranks.

And to the teacher of the district school in the obscurest nook of the obscurest town, we would say, Come up and let *your* light shine, if you have any light; and if you have not, pray do not grope there in the dark, but come up to this grand meeting of your more experienced brethren, and see if you can get some oil for your lamp.

Every one of our noble high schools and union schools should be represented. I am almost tempted to denominate the men and women who conduct them, the very *backbone* of the profession. They are the "regulars." They are the disciplined corps. Some of them have seen service. We can not make a campaign without them. We believe there is not one of them who would willingly remain at home inactive while his brethren are in the field. Some of them certainly have a spirit kindred to that of the gallant and generous martyr of Bunker's Hill, who when urged by the council of war on the morning of the battle, not to expose his person in the approaching action, replied, "I should die of shame if I were to stay quietly at home in the bosom of my family, while my friends and companions were exposing their lives in the cause."

When the time of this meeting draws near, will the teachers of Connecticut begin to make excuses? Will some say, "My term has commenced and the committee will not grant leave of absence?" Will others say, "I can not afford to incur the expense?"

Let all such remember that all obstacles vanish before a determined resolution. Where there is a will there is a way. "There is nothing impossible to him who *wills*." If the teachers of this state do their duty, the time is not distant when public opinion will not allow a school to be kept during the annual meeting of our Association, if the teacher of it desires to attend. As to scantiness of means, one word. If your salary is small and you wish to increase it, retrench in dress, diet, pleasure, fancy, anything rather than in expenditures for the improvement of your mind, or for the acquisition of a better knowledge of your business. If you already possess high qualifications, come out and show yourself. You are wanted for the highest place you are capable of filling, and you will be called as soon as you are known. "Many a flower blushes unseen," only because it hides itself, and not because the world intentionally overlooks it.

WHAT IS DOING IN CONNECTICUT FOR THE IMPROVEMENT OF SCHOOLS.

THE following description of the new school-house recently dedicated in the village of West Killingly, is from the Windham Co. Telegraph, a paper which always receives a hearty welcome to our

table, for it seldom fails to bring something of importance on the subject of education. Probably no paper in the State publishes so much matter respecting the improvement of common schools.

"The school house is 40 by 60 feet and a portico 10 by 20 feet surmounted by a bell tower, and is divided by a partition into two rooms, severally 35 by 40 feet and 25 by 40 feet, each 14 feet in the clear, which can be thrown into one, by sliding back the folding doors. It was designed and built by Elisha Chamberlin, of this village, at a cost of about \$2500, which was paid, partly by the sale of the old school-house and adjoining land, and the balance by a tax of twenty-five per cent. on the tax list of the district. Its site is well chosen, high and dry, retired, and yet such as to render it an object of notice to the passers. In the bell tower hangs a bell, the gift of Chester Hutchins, Esq., of the district, at a cost of somewhat over fifty dollars. The room intended for the primary department is intended to seat about eighty scholars; the other room will probably seat about one hundred. The desks, seats, blackboards, teachers' stands, ventilators and furnaces, are all well arranged for their several purposes, and, taking it for all in all, there is probably no school house better built or furnished in the county than this same. It is alike creditable to its designer and to the district, who have unitedly and cheerfully erected it, and now feel proud, as well they may, at the result of their expenditure."

BRISTOL. In this thriving town a consolidation of three districts has been effected and measures have been taken for the establishment of a first class union school, which will go into operation in about one month. The building for its accommodation is nearly completed. It is a noble edifice, furnished with all the modern improvements and capable of accommodating from three hundred and fifty to four hundred pupils. It is to be furnished throughout with the "Boston school furniture." Much pains were taken by the building committee to procure a design which should combine elegance and symmetry of proportion with suitableness to the peculiarities of the site and to the purposes to which the different parts of the building are appropriated. Bristol, the great clock-producing town, is hereafter to exhibit a bright spot in the educational aspect of the State.

TEACHERS' INSTITUTES.

Waterbury,	Oct. 2—6.	Rockville,	Oct. 30—Nov. 3.
Bristol,	" 9—13.	Litchfield,	Nov. 6— " 10.
Norwich,	" 23—27.	Danbury,	" 13— " 17.
Willimantic,	" 30—Nov. 3.	Clinton,	" 13— " 17.

The numerous applications for the institutes we have received, show that their utility is beginning to be appreciated, and it is a gratifying fact that the most earnest invitations have come from those places where institutes have been held heretofore. The people consider it a privilege rather than a burden to entertain the teachers who attend. It is hoped that every friend of common school improvement among us will endeavor to increase the public interest in these meetings. When a teacher presents himself as a candidate for an appointment to teach a school, it would be well for the committee to ask him how many institutes he has attended. If teachers are willing to make up the time, committees would do well to permit teachers to dismiss their schools to attend. The schools will profit by such a policy. Indeed, in many cases, districts would be gainers by giving teachers the time and paying the traveling expenses.

The institutes this year ought to be of a higher character than ever before, as the means of paying lecturers and instructors has been greatly increased by the appropriation made by the Legislature at the last session.

Teachers who attend would do well to take with them a Bible, a book suitable for taking notes, and writing materials. They should also endeavor to be present to have their names enrolled on the *first* day and remain through *all* the sessions. They should come to *work* as well as to see and hear.

STATE NORMAL SCHOOL.

The anniversary exercises of this Institution will take place on the sixteenth, seventeenth, and eighteenth of this month (Oct.)


The exercises will be as follows:—

Monday evening, the Principal's Address before the Graduating Class.

Tuesday, A. M., Examination. Tuesday, P. M., Exhibition of methods of teaching, and in the evening the Annual Address before the Societies.

Wednesday morning, prize reading and speaking, and the address before the Alumni. Wednesday, P. M., performances of the Graduating Class.

It is hoped that a large number of the former members and other friends of educational progress will be present.

 The Institute at Clinton will commence on the thirteenth of Nov., and not on the twenty-seventh as printed in the last number.

For the interesting article in this number on "Education in Chili," we are indebted to Señor Pedro P. Ortiz, an enterprising and intelligent Chilian, who is now residing temporarily in this country for the purpose of studying its character and institutions. In his own country he has earnestly advocated the cause of popular education, through the public press, with which he was for a time connected; to that subject he is now chiefly devoting his attention, with the view of collecting materials for a work on popular education adapted to his own country.

It is a remarkable fact that Chili takes the lead of all the states of the western continent, in liberality of expenditures for the training of teachers in Normal Schools.

ANNUAL MEETING OF OUR ASSOCIATION.

THE next Annual Meeting of this Association will be held in Norwich, to commence at one o'clock P. M., on Monday, October 23d.

Arrangements have been made for addresses from Rev. J. P. Gulliver, of Norwich, from Prof. David N. Camp, of the State Normal School, and from Rev. E. B. Huntington, of Waterbury.

In addition to these addresses, business of great moment will come before the Association, demanding the presence and counsel of all who should be personally interested in its proceedings, or who are held responsible for its success.

The choice of officers will take place, the officers being annually elected, and the executive not eligible for two years in succession.

Discussions on important professional topics will also be had; and in them will be felt the need of our skillful teachers and fluent debaters.

The hospitality of Norwich, long ago famed for her generous appreciation of whatever can promote the welfare, temporal, aesthetic and spiritual, of our race, is pledged for our welcome.

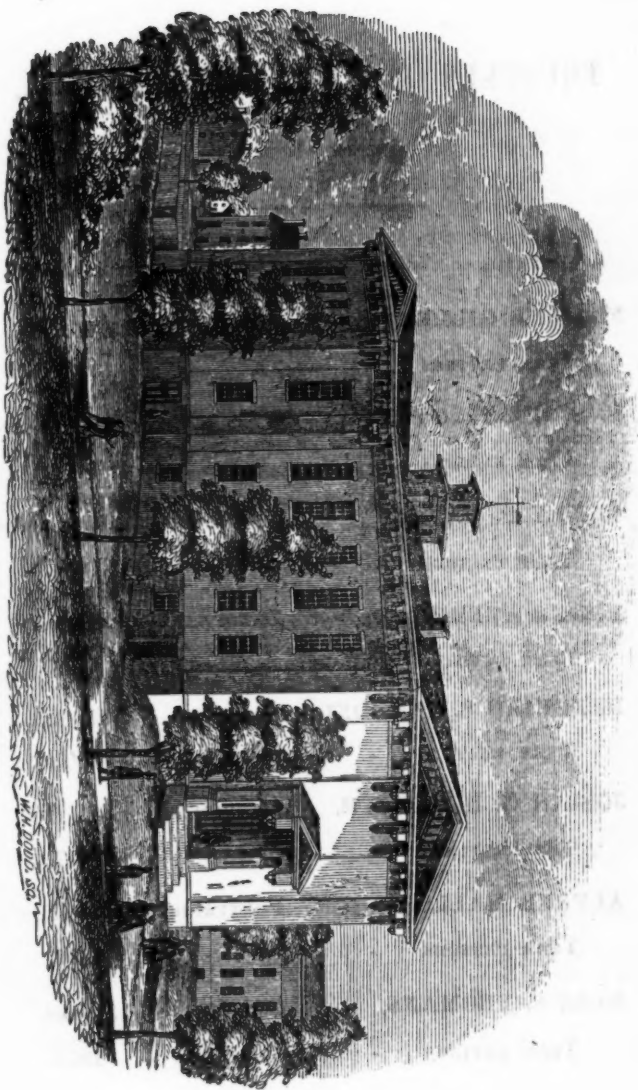
With the smiles of a good Providence upon our gathering, we may expect in Norwich a rare treat.

The addresses will tell their own story; and the spirit which was evinced in New Haven a year ago, and which rose to higher earnestness in Middletown, is destined we doubt not, to still deeper and more earnest utterances in our Norwich meeting.

Need we urge any of our fellow teachers to lend their influence towards the realization of so desirable a result?

E. B. HUNTINGTON,
President.

STATE NORMAL SCHOOL, NEW BRITAIN, CONNECTICUT.



TRUSTEES OF THE NORMAL SCHOOL,

FOR 1854-5.

NAME.	RESIDENCE.	COUNTY.
FRANCIS GILLETTE,	HARTFORD,	<i>Hartford.</i>
TERM EXPIRES - - - - -		1857.
E. B. HUNTINGTON,	WATERBURY,	<i>New Haven.</i>
TERM EXPIRES - - - - -		1856.
HENRY P. HAVEN,	NEW LONDON,	<i>New London.</i>
TERM EXPIRES - - - - -		1858.
ROGER AVERILL,	DANBURY,	<i>Fairfield.</i>
TERM EXPIRES - - - - -		1858.
HEZEKIAH S. RAMSDELL,	THOMPSON,	<i>Windham.</i>
TERM EXPIRES - - - - -		1855.
JOSIAH G. BECKWITH,	LITCHFIELD,	<i>Litchfield.</i>
TERM EXPIRES - - - - -		1857.
ALFRED HALL,	PORTLAND,	<i>Middlesex.</i>
TERM EXPIRES - - - - -		1856.
JOHN S. YEOMANS,	COLUMBIA,	<i>Tolland.</i>
TERM EXPIRES - - - - -		1855.

FRANCIS GILLETTE, PRESIDENT.

HENRY BARNARD, SECRETARY.